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ABSTRACT

The purpose of this study was to identify and describe specific problems and groups of problems confronting child care/prekindergarten administrators as they go about their daily work. Three specific questions were addressed: (1) Which work-related problems occur most frequently for these administrators? (2) Which work-related problems are most bothersome? and (3) What global areas can be inferred from administrators' perceptions of their problems? Anecdotal descriptions were collected from national and Wisconsin samples of day care/prekindergarten administrators. From these descriptions, a 50-problem checklist was developed and administered for verification to a second independent sample of administrators. The first sampling provided 368 problem descriptions from 52 administrators; the second provided responses from 126. Administrators indicated that 14 problems were bothersome, frequently occurring, or both. Factor analysis revealed five problem areas: goal direction, fiscal security, efficiency, personnel management, and parent cooperation. Related materials, appended, include copies of measures employed and a description of the demographic characteristics of the second sample. (Author/RH)

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The Perceived Problems of Prekindergarten/ Child Care Administrators

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Abstract

Anecdotal problem descriptions were collected from national and Wisconsin samples of day care/prekindergarten administrators to identify work-related problems. From these descriptions, a 50 problem checklist was developed and administered for verification to second samples of administrators. Administrators indicated that 14 problems were bothersome, frequently occurring, or both. Factor analysis revealed five problem areas: (a) Goal Direction, (b) Fiscal Security, (c) Efficiency, (d) Personnel Management, and (e) Parent Cooperation.

Author Notes

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Perceived Problems of Day Care/Prekindergarten Administrators

The past two decades have witnessed an explosion in the number and variety of day care/prekindergarten programs (Spodek & Davis, 1982). Given the prominent and pervasive nature of the day care prekindergarten administrator's job responsibilities (Axelrod, Schwartz, Weinstein & Buch, 1982), it is not surprising that evidence exists linking the child care administrator to the quality of care provided in a given program. Grotberg, Chapman and Lazar (1971) suggest that the director and staff are the most important indicator of the quality of the care. There is evidence from Prescott and Jones (1972) that the leadership style of the director is predictive of differences in their teacher's performance. Both Abt (1971, 1979) studies report that the effectiveness of teachers is related to the amount of teacher's child-related training and effectiveness of the director.

High rates of both teacher and administrative personnel turnover have been reported (Abt, 1971). While staff turnover is the result of many factors, it may be assumed that inadequate preparation for the job demands, and the unavailability of inservice support and training could contribute to job-related stress, dissatisfaction, and consequently resignation from the job. Comprehensive and relevant education programs for child care administrators are scarce, in spite of evidence that turnover among child care personnel might be reduced if appropriate training were more easily available. (Grotberg, Chapman & Lazar, 1971). An adequate empirical data base is a necessary first step in the development of relevant administrator training programs.

Peters and Kostelnik (1981) imply that the research base for the preparation of child care/prekindergarten personnel is incomplete at best, generally thin and, in many areas, nonexistent. They point out that most preservice and many inservice preparation programs are based on inferred rather than expressed needs; and, for the most part, such programs are based on expert opinion, not on empirical data. Peters and Dorman (1974) assert that existing procedures to determine actual work requirements in childcare/prekindergarten settings have been largely ignored as a means of planning preparation programs.

While an examination of child care/prekindergarten teachers has revealed specific problems and problem clusters (Johnston, 1983) little is known of the perceived problems of administrators. Peck (1975), in a study of the work-related problems of 108 Ohio day care directors, identified four areas of day care administrator problems: (a) influencing, (b) efficiency, (c) goal direction, and (d) compliance. Therefore, the present investigation of the perceived problems of child care/ prekindergarten administrators was undertaken in order to (a) examine the stability of administrators' perceived problems over time and across settings; (b) provide a more extensive empirical data base for understanding the work of child care/prekindergarten administrators; and, (c) provide further insight into the preservice and inservice training needs of administrators.

The purpose of the present study was to identify and describe specific problems and groups of problems confronting child care/prekindergarten administrators as they go about their daily work. Specifically, the research reported here addressed three questions: (a) Which work-related problems

occur most frequently for child care/prekindergarten administrators? (b) Which work-related problems are most bothersome? (c) What global areas can be inferred from administrators' perceptions of their work-related problems? The present report employed Cruickshank's (1980) definition of problem as an instance of goal interference. "A problem is an expression of an unmet need or an unfulfilled goal. A problem arises when we want something and cannot have it" (p. 9).

Method

The research procedures employed for this study were developed and used by Cruickshank (1981) and his colleagues in several problem identification studies. The design employed two phases. In the first phase, diary-like descriptions of problem incidents were collected from child care and prekindergarten administrators over a ten-day period. These raw problem descriptions were then synthesized in order to develop a checklist of child care/prekindergarten administrator problems. In the second phase, the checklist, entitled Administrator Problems Checklist--Prekindergarten (APC-Pk) was administered to a second independent sample of administrators in order to determine the specific problems and groups of problems that were reported to be most bothersome and that occurred most frequently.

Samples

In the first stage of the investigation, 200 child care/prekindergarten programs were randomly selected from those licensed by the Wisconsin Department of Health and Social Services. Packets containing a cover letter

and ten copies of My Biggest Problem Today Inventory forms (MBPTI), described later, were sent to each program (Appendix A). There were 151 problem accounts returned by 22 administrators from this sample.

Similarly, 200 child care/prekindergarten programs were selected from the membership of the National Coalition for Campus Child Care and packets of MBPTI forms were mailed to each program. From this national sample, 217 problem accounts were randomly returned by 30 administrative personnel. Administrators in these two samples were asked to describe their biggest problem each day for a ten-day period using the MBPTI forms. From the 368 descriptions collected in this manner, the APC-Pk (Appendix B) was developed and administered to a second, independent sample of administrators from the national and state populations.

In the second stage of the study, 200 additional child care/prekindergarten programs were selected from each of the two populations described above. Cover letters and copies of the APC-Pk were sent to each of the 400 centers. A total of 54 usable APC-Pks were returned by the Wisconsin sample, and 72 were returned by the national sample representing 22 states.

To summarize, the first sampling provided 368 problem descriptions from 52 administrators. The second stage provided responses from 126 administrators. The attrition which occurred during both stages of sampling must be considered in terms of the interpretation and generalization of the findings.

Instrumentation

The first of the two instruments used in collecting data for this study was the MBPTI (Cruickshank & Myers, 1976). The MBPTI (Appendix A) was used to

collect anecdotal descriptions of the biggest work-related problem administrators encountered each day. Administrators in the first phase sample were asked for each of 10 consecutive working days to describe on the MBPTI the critical incident or problem that caused them the most concern or difficulty. An example of a problem reported by one child care/kindergarten administrator follows:

> After having problems with consistency in day care payment and schedule for one child--and many special exceptions and ultimatums made, I made the decision terminate enrollment. Today I had to inform the mother. This was very hard to do because I know the child needs care but the inconsistency and lack of payment by the mother was affecting the operation of the center. (Problems in the previous year's payment contributed to the final termination decision.)

The raw problem descriptions such as the above served as the basis for the extraction and generation of brief problem statements used in the construction of the Administrator Problems Checklist--Prekindergarten (APC-Pk), the instrument used in the second phase (Appendix B). A jury consisting of the investigator, a director of a campus-based child care center, a head teacher in a campus-based program, and a teacher/director of a private child care center was formed to examine each problem description, eliminate obvious duplications and, by consensus, synthesize the problem descriptions into a list of brief problem statements.

From the 368 problem descriptions reported by administrators in both samples, 50 unique problem statements were generated to construct the APC-Pk. Administrators in the second sample were asked to consider each problem statement on the APC-Pk and to rate how frequently each problem occurred for them and how bothersome that problem was for them when it occurred. An example of five specific problems that appeared on the APC-Pk is provided in Figure 1:

Insert Figure 1 about here

In sum, for each of the 50 problems on the checklist, the 126 administrators in the second sample provided information about both the frequency of problem occurrence and the extent to which problems bothered them when they did occur. Respondents were also asked to provide information regarding demographic characteristics (Appendix C). From the APC-Pk, it was possible to determine if a problem was (a) frequent, (b) bothersome, (c) both frequent and bothersome, or (d) neither frequent nor bothersome.

Results

To identify the specific problems that prekindergarten/ child care administrators indicated were most bothersome and occurred most frequently, first the APC-Pk responses were dichotomized. Referring to the APC-Pk response scales in Figure 1, frequency and bothersome responses of (1), (2) and (3) were considered to be negative responses. Responses of (4) and (5) were taken as positive responses. Though this procedure increased the chance of overlooking a marginal problem, the investigator was particularly concerned with identifying those areas which were clearly problematic for the child care/prekindergarten administrators surveyed using the APC-Pk.

Next, APC-Pk data from the Wisconsin and national samples were combined and the proportion of responses associated with each of the 50 specific problems for bothersomeness were tested against the mean proportion of responses ($p = .31$) of all problem items. Specifically, a binomial test of

"I HAVE A PROBLEM . . . "

FREQUENTLY

BOTHERSOME

☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	23. MAINTAINING POSITIVE COMMUNICATION WITH STATE LICENSING AGENCY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	24. RESOLVING CONFLICTS BETWEEN PARENTS AND TEACHERS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	25. COMPLETING PAPERWORK REQUIRED BY OUTSIDE AGENCIES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	26. FINDING EFFECTIVE SUBSTITUTE STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	27. PROVIDING SPACE FOR SICK CHILDREN UNTIL THEIR PARENTS ARRIVE	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

the null hypothesis was conducted at the .01 level of significance (upper tail) for each of the 50 problems. Specific problems which were reported to occur most frequently were identified in a similar manner; though in this instance the mean proportion of responses over all problem items was $p = .17$. On the basis of these criteria ten problems were identified as being significantly bothersome for the combined Wisconsin and national samples (Table 1). Twelve problems were found to occur frequently for the combined samples (Table 1). Child care/prekindergarten administrators indicated that 8 of the 50 specific problems were both significantly frequent and significantly bothersome (Table 1).

Insert Table 1 about here

To determine what underlying problem areas might be inferred from prekindergarten administrators' perceptions of their work-related problems, principal axis factor analysis was employed for analysis of the separate frequency and bothersomeness responses for the combined samples. Squared multiple correlations between a given variable and the rest of the variables in the matrix were used to supply initial estimates of communality. The first factor analysis was overfactored for 20 factors to help determine the number of factors that could meaningfully be rotated. Application of Cattell's Scree test (Cattell, 1978), the discontinuity criteria (Rummel, 1970), and subjective interpretability each suggested a four factor solution for both frequency and bothersomeness data. Those solutions were accepted for final Varimax rotation to produce a relatively meaningful structure. The factors

thus identified are described in terms of perceived prekindergarten administrator work-related problems (Table 2).

Insert Table 2 about here

Table 2 illustrates that three factors--Goal Direction, Fiscal Security, and Efficiency--were common to both frequency and bothersomeness data solutions. The specific problems which loaded on each of these three factors varied only slightly between identically labeled frequency and bothersomeness factors. Factor 2(B), Personnel Management, emerged only from the bothersomeness data. Factor 3(F), Parent Cooperation, was unique to the frequency data set. The specific item composition and factor loadings for each factor from each data set are provided in Appendix D.

In order to identify the problem areas which were relatively more important for child care/prekindergarten administrators, the results of the analysis of specific frequent and bothersomeness problems were combined with the results of the factor analyses. Following is the list of the four bothersome factors followed by the proportion and percentage of significant items appearing on each.

Goal Direction	1 of 11 or 9 percent
Personnel Management	1 of 10 or 10 percent
Fiscal Security	4 of 6 or 67 percent
Efficiency	2 of 6 or 33 percent

Likewise, below is the listing of the four frequency factors.

Efficiency	5 of 16 or 31 percent
Goal Direction	1 of 10 or 10 percent
Parent Cooperation	2 of 4 or 50 percent
Fiscal Security	3 of 4 or 75 percent

Discussion

One goal of the research reported here was to identify specific work-related problems perceived by child care/ prekindergarten administrators and to describe them in terms of their frequency of occurrence and degree of bothersomeness (Table 1). A second goal was to identify and describe global areas of child care/prekindergarten administrator problems (Table 2). Accomplishing these goals was seen as prerequisite to meaningful consideration of child care/prekindergarten administrator training needs.

Problems reported by child care/prekindergarten administrators about efficient accomplishment of job responsibilities give definition to the common knowledge shared by child care administrators: control of time and effective management of paperwork is troublesome. While specific knowledge to the contrary is lacking, it is likely that most child care/prekindergarten administrators develop needed managerial and time management skills on the job, instead of through organized training efforts.

Recall that Table 2 indicates that three factors, Goal Direction, Fiscal Security, and Efficiency, each emerged from both frequency and bothersomeness data sets. That is, not only do these three types of problems occur frequently, but they also are bothersome when they do happen. Note also that Table 2 indicates that the remaining two factors, Personnel Management and Parent Cooperation, emerged only from one of the two sets of data. Personnel management problems emerged as bothersome but not frequently occurring. Problems of parent cooperation emerged as frequently occurring, but not as bothersome.

Problems of Goal Direction

Problems defining this factor reveal "administrators' desire to help themselves and their staff achieve higher levels of performance" (Peck, 1975, p. 118). Problems loading on this factor reflect the goal of fostering positive interpersonal relations among staff, parents, and administration. Administrators want to provide for communication among staff, resolve conflicts among staff, help staff members improve attitudes toward their job, and prevent themselves from feeling isolated from staff. Administrators want their staff and themselves to develop professionally and report problems such as getting staff to follow through on assigned responsibilities and conducting productive staff meetings. Administrators want to promote understanding of the common goals of quality child care.

Problems of goal direction are not surprising given the several parties involved in the child care enterprise: parents, staff and administration. Effective leadership requires the knowledge and ability to promote and encourage these parties to adopt and actively work toward the accomplishment of common goals. Administrators must be able to provide their staff with training which is consonant with established goals. These goals must be communicated to and shared by parents as well. Similarly, administrators must understand the child care goals held by parents.

Problems of Fiscal Security

This factor is defined by problems reflecting administrators' desire to feel free from anxiety about enrollment and related financial matters. This factor contains a high percentage of significantly frequent and significantly

bothersome problems. Administrators report problems maintaining full enrollment, adjusting to declining enrollment and keeping rates in line with parents' ability to pay. Moreover, administrators want parents to follow policies on enrollments or fee payments, and to pay their fees on time.

The emergence of this factor and the problems which define the factor underscore the conventional wisdom that finances is one of the major problem areas faced by child care/prekindergarten administrators. Morgan (1982) points out, financial planning and management is a critical skill. Unfortunately, many child care/ prekindergarten administrators lack specific preparation in this area, and usually acquire financial management skills on the job.

Problems of Efficiency

The Efficiency factor is defined by administrators' concern with accomplishing tasks effectively and efficiently (Peck, 1975). They want to be able to make the most efficient use of their professional time. Administrators want to be able to complete routine tasks in a professional manner. Administrators report problems finding the time to meet the individual needs of parents and staff. They are concerned with having to attend too many meetings, completing paper work required by outside agencies, finding enough time for paperwork and contending with interruptions while they are working. They report difficulty completing tasks that are dependent on the actions of others.

Problems of Personnel Management

The importance of personnel management in child care settings is well known (Travis & Perreault, 1982). This factor is defined by problems which indicate that administrators want to utilize and supervise their staff in order to meet overall program needs. Administrators want positive program effects to result from their staffing decisions. They are concerned about the most effective scheduling and assignment of staff necessary to meet all program needs. Administrators report problems finding effective substitute staff, and meeting children's needs when the room is short staffed.

Providing adequate child care/prekindergarten services is a labor-intensive proposition. Day care/prekindergarten program administrators are faced with a wide range of staff abilities, backgrounds, training and work experience. Many child care employees are minimally trained and are often poorly motivated (Wessen, 1981). Staff salaries are generally low, often resulting in high turn-over and low staff morale and commitment. These kinds of conditions require specific skills and expertise in personnel management. Most child care/prekindergarten administrators lack specialized personnel management training, more often than not, learning on the job how to deal with personnel related problems as they arise.

Problems of Parent Cooperation

This factor is defined by problems administrators report around the goal of getting parents to follow program policies and procedures. Administrators want parents to follow enrollment procedures, and to pay their fees on time. Administrators are concerned about getting parents to supply accurate,

up-to-date information for files. Keeping information such as immunizations, physical examinations, and emergency data is often necessary in order to meet state licensing requirements.

It is generally accepted that child care and prekindergarten settings' parent policies are often vague, poorly communicated, or non-existent. Unlike the relatively more highly structured and organized public school system, child care service organizations lack the clear administrative hierarchy and established legal and quasi-legal enforcement procedures which govern parent behavior with respect to procedures and policies. If this assumption is correct, then it may help explain why administrators have problems getting parents to follow various policies and procedures. Likewise, obtaining parent cooperation may be considerably more difficult if policies or procedures are poorly developed, poorly disseminated, nonexistent, or if they pertain to matters not covered by state or local statutory regulations.

Implications for Child Care/Prekindergarten Administrator Training

The present study provides evidence that child care/ prekindergarten administrators experience problems--unmet needs--as they perform their daily work. Moreover, administrators are willing to describe their daily problems in detail. Evidence is provided that the total set of work related problems administrators face is relatively limited in scope, and that specific problems appear to be stable over time and across settings. Data indicate that some administrator problems are frequently occurring, some problems are particularly bothersome and some are both. Moreover, evidence is provided that problems which administrators perceive to be particularly frequent and

troublesome are stable over time and across settings. Finally, the present study contributes to the evidence that administrators face salient and meaningful groups of problems. These groups appear to be relatively stable over time and across settings.

There are many approaches to developing curricula for the preparation of day care personnel (Cruickshank, 1971; Peters & Kostelnik, 1981). One approach, Smith (1969), suggests that training programs should be grounded in events significant to the work setting. Work-related problems represent such significant events (Cruickshank, 1981). Peck and Tucker (1973), among others, cite evidence to support training methods such as role playing, simulations, and the use of videotaped or filmed recordings of actual work-setting events. Frequently occurring and bothersome problems can provide the content for teaching strategies such as these (Cruickshank, 1981).

Curriculum developers and trainers must also consider the relationship between skill retention and specific training strategies and materials. Recall that the present study is based upon the notion of problem as an instance of a goal held by an individual, a goal which is being interfered with. In other words, a problem exists when an individual has a goal and cannot achieve it. Therefore, the problems identified in the present study represent desired goals prekindergarten administrators have already established for themselves. As such, these problems represent a particularly potent source for content and strategies (Kelman, 1971) necessary to design meaningful preparation programs for child care/prekindergarten administrators.

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Table 1
Frequent and Bothersome Administrator Problems

Item	Problem Statement
1*	Contending with interruptions while I am working
3*	Getting parents to follow policies on enrollment or fee payments.
6*	Finding enough time for paperwork.
9(F)	Being able to stay home even though I am sick.
22(F)	Getting adequate janitorial service.
26*	Finding effective substitute staff.
28*	Maintaining full enrollment.
33(B)	Firing staff.
36*	Getting parents to pay their fees on time.
39(B)	Getting parents to supply accurate up-to-date information for our files.
41(F)	Finding the time to meet the individual needs of parents and staff.
43*	Keeping rates in line with parents' ability to pay.
48(F)	Promoting parent involvement.
49*	Being able to pay staff a professional wage.

Note. * Indicates significant for both bothersome and frequency data.

(F) Means significant for frequency data only.

(B) Means significant for bothersome data only.

Table 2
Names and Descriptions of Frequency and Bothersomeness Factors From Combined Wisconsin and National Samples

Factor	Name	Description
1(B) 2(F)	Goal Direction	Administrators want to help themselves and their staff achieve higher levels of performance.
3(B) 4(F)	Fiscal Security	Administrators want to feel free from anxiety about enrollment and related financial affairs.
4(B) 1(F)	Efficiency	Administrators want to accomplish tasks effectively and efficiently; they want to make the most efficient use of their professional time; they want to be able to complete routine tasks in a professional manner.
2(B)	Personnel Management	Administrators want to utilize and supervise their staff in order to meet overall program needs; they want positive program effects to result from staffing decisions.
3(F)	Parent Cooperation	Administrators want to effect a change in the behavior of parents with respect to program policies and procedures.

Note. (B) Indicates the Factor Number for Bothersome Data

(F) Indicates the Factor Number for Frequency Data

Appendix A

MBPTI and Cover Letter

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE 414

Dear Child Care Professional,

We are asking your help in the first large-scale effort to identify and describe the specific day-to-day problems faced by people who work in child care and pre-kindergarten centers.

Some of the professionals who work with young children feel that teacher training programs might be giving too much attention to public school kindergartens, and not enough attention to child care and pre-kindergarten centers. Others think the emphasis is just right. Some individuals think there are important differences between working in a public school kindergarten and working in a child care or pre-kindergarten center. Others agree that there are some differences but are not sure how they affect workers, if at all. Some individuals feel that there are differences between the kinds of problems experienced by public school workers and the kinds of problems met by those who work in child care or pre-kindergarten centers. Others feel that the work problems in both settings are basically the same.

Unfortunately, at this point, we simply don't know who is right. While a great deal is known about the problems of public school workers, we know very little about the specific problems of workers in child care and pre-kindergarten centers. Therefore, we are asking your help in what we believe will be an important study for those who work in child care and pre-kindergarten centers. We will be glad to share a summary of what we find with any of you who participate in this study.

We have sent a packet of materials in care of the Director of each center. Each set contains the following: (1) this cover letter, (2) ten copies of a form called the "My Biggest Problem Today Inventory" (the MBPTI), and (3) a postage-paid return envelope. Would you please complete the enclosed forms and return them at the end of two weeks.

TO THE DIRECTOR:

(1) Please keep one set of materials for yourself. (2) Choose two head teachers and give each of them a set of materials (By a head teacher we mean the teacher who has the main responsibility for a given group of children.) (3) Choose one assistant teacher or aide and give that person the last set of materials. (By assistant teacher or aide we mean a worker who works with children but does not have the main responsibility for the whole group.)

Continued

TO THE DIRECTOR, THE HEAD TEACHERS, & THE ASSISTANT TEACHER:

All of your instructions are the same. For each of ten consecutive days we are asking you to record the personal or professional work-related incident which caused you the most concern. From our own experience as child care professionals we know you have much to do each day, but it is very important that each incident be written down and described in as much detail as possible. Please use one MBPTI form for each of the ten days.

It is important that you try to complete one MBPTI form each day, since the exact details may be forgotten even a day later. At the end of the ten day period, place the ten completed MBPTI forms (or however many you have completed) in the postage paid return envelope and mail them back to us. It is critical to the success of this study that as many MBPTI forms as possible be returned. As you look at the MBPTI forms you will see that they are not hard to complete, just follow the instructions on the form.

The completed MBPTI forms you return will be used by a group of center directors, teachers, and teacher trainers to construct a problems checklist. This problems checklist will be sent to a second group of professionals at national and statewide levels. The checklist will allow a large number of professionals to easily respond to how frequent and bothersome each of the problems are to them.

Please, do not identify yourself or the center where you work. We have made no attempt to identify individual teachers, directors or centers. You may be assured that what you write will not be seen by anyone outside of the project.

We thank you for your help.

John M. Johnston
Assistant Professor
Early Childhood Teacher Education

Pamela J. Boulton
Director
UWM Day Care Center

MY BIGGEST PROBLEM TODAY INVENTORY

1. I WORK IN A CHILD CARE OR PREKINDERGARTEN CENTER LICENSED FOR:

   _____ FEWER THAN EIGHT CHILDREN

   _____ MORE THAN EIGHT CHILDREN

2. MY JOB IS BEST DESCRIBED AS:

   _____ A DIRECTOR WITH NO REGULAR TEACHING RESPONSIBILITIES

   _____ A DIRECTOR WITH SOME REGULAR TEACHING RESPONSIBILITIES

   _____ A LEAD OR HEAD TEACHER

   _____ AN ASSISTANT TEACHER OR AN AIDE

THE PERSONAL OR PROFESSIONAL WORK-RELATED CONCERN WHICH CAUSED ME THE GREATEST CONCERN TODAY HAPPENED AS FOLLOWS: (PLEASE, DESCRIBE THE EVENT IN AS MUCH DETAIL AS POSSIBLE. USE THE BACK OF THIS PAGE IF YOU NEED TO. THE MORE DETAIL THE BETTER.)

PLEASE CIRCLE THE BEST CHOICE FOR EACH OF THE TWO STATEMENTS BELOW:

1. TO ME THIS IS A FREQUENT PROBLEM . . .

5	4	3	2	1
ALWAYS		OCCASIONALLY		NEVER

2. TO ME THIS IS A BOTHERSOME PROBLEM . . .

5	4	3	2	1
EXTREMELY		SOMETIMES		NOT AT ALL

Appendix B

APC-Pk and Cover Letter

THE UNIVERSITY OF WISCONSIN—MILWAUKEE/ P.O. Box 413, Milwaukee, Wisconsin 53201

SCHOOL OF EDUCATION
DEPARTMENT OF CURRICULUM AND INSTRUCTION

AREA CODE 414

Dear Early Childhood Professional,

Human service professionals encounter work-related problems as they perform their various job responsibilities. Teachers are certainly no exception. Much is know about the problems faced by teachers in elementary, junior high and senior high school teachers. Almost nothing is known about the work related problems of pre-kindergarten and child care teachers. We are asking your help in the second part of a large-scale effort to identify and describe the specific day-to-day problems faced by people who work in child care and pre-kindergarten centers.

In the first part of our study, over 1,200 descriptions of work-related problems were sent to us by pre-kindergarten and child care administrators, teachers and aides in your state and across the nation. These problem descriptions have been synthesized into problem statements on two problem checklists: one for administrators, and one for teachers and aides. We are now asking your help in completing and returning these checklists to us. We will be glad to share a summary of what we find with you who participate in this study.

We have sent a packet of materials in care of the administrator of each center. Each packet contains (1) one Administrator Problems Checklist and a postage-paid return envelope, and (2) three Teacher Problems Checklists and three postage-paid return envelopes. Would you please complete the checklist and return it. You may wish to complete the Checklist in one sitting, or you may wish to do parts of it as you have a few minutes. Each Checklist has instructions and a sample item printed on the front.

TO THE ADMINISTRATOR:

(1) Please keep the Administrator Problems Checklist for yourself. (2) Choose two head teachers and give each of them a Teacher Problems Checklist (By head teacher we mean the teacher who has primary responsibility for a given group of children). (3) Choose one assistant teacher or aide and give that person the last Teacher Problems Checklist (By assistant teacher or aide we mean a person who works with children in a group where another teacher is in charge).

Please do not identify yourself or the center where you work. We have made no attempt to identify individual teachers, administrators or centers. You may be assured that your responses will not be seen by anyone outside of this project.

We thank you for your help.

John M. Johnston
Assistant Professor
Early Childhood Teacher Education

Pamla J. Boulton
Director
UWM Day Care Center

ADMINISTRATOR PROBLEMS CHECKLIST: PREKINDERGARTEN FORM (APC-PK)

JOHN M. JOHNSTON
PAMLA J. BOULTON

UNIVERSITY OF WISCONSIN-MILWAUKEE

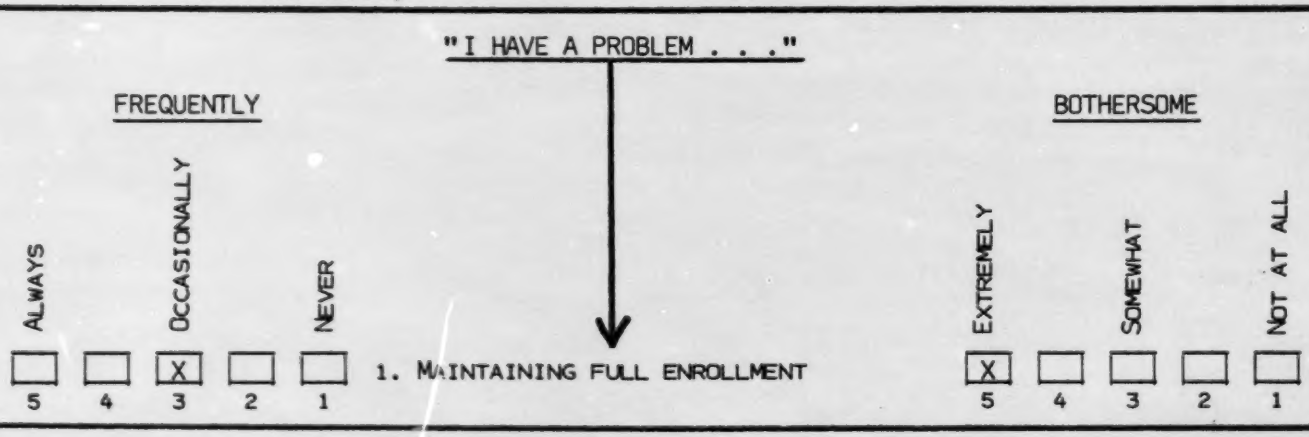
A PROBLEM ARISES WHEN WE HAVE A GOAL AND CANNOT ACHIEVE IT. PROBLEMS FOR PREKINDERGARTEN AND CHILD CARE ADMINISTRATORS OFTEN RESULT FROM THE SPECIAL WORK THEY DO AND FROM THE SETTINGS IN WHICH THEY WORK. IT IS IMPORTANT FOR TEACHERS, ADMINISTRATORS, PROFESSIONAL ORGANIZATIONS AND TEACHER EDUCATORS TO KNOW WHAT PROBLEMS YOU FACE SO THAT SPECIFIC EFFORTS CAN BE MADE TO REDUCE OR ELIMINATE THEM. YOUR HELP IN IDENTIFYING THE PROBLEMS YOU FACE IS A CRUCIALLY IMPORTANT PART OF THIS PROCESS.

DIRECTIONS

THE PROBLEMS ON THE CHECKLIST HAVE BEEN REPORTED BY PREKINDERGARTEN AND CHILD CARE ADMINISTRATORS IN YOUR STATE AND ACROSS THE COUNTRY. THEY MAY REFLECT PROBLEMS YOU ENCOUNTER. IN ORDER TO FIND OUT, RESPOND TO EACH STATEMENT IN TWO WAYS.

EXAMPLE: LOOK AT THE SAMPLE PROBLEM STATEMENT BELOW AND HOW ONE ADMINISTRATOR HAS RESPONDED TO IT. AS YOU READ THIS PROBLEM STATEMENT (AND ALL OTHERS IN THIS CHECKLIST) BEGIN THE STATEMENT WITH THE WORDS,

"I HAVE A PROBLEM . . ."



THE SAMPLE PROBLEM SHOWS THAT THE ADMINISTRATOR FELT THAT "MAINTAINING FULL ENROLLMENT" IS OCCASIONALLY A PROBLEM BUT THAT WHEN IT HAPPENS IT IS EXTREMELY BOTHERSOME.

YOU CAN SEE THERE ARE FIVE CHOICES RELATED TO THE FREQUENCY OF OCCURRENCE OF THE PROBLEM AND FIVECHOICES RELATED TO THE EXTENT OF ITS BOTHERSOMENESS, THEREFORE MANY COMBINATIONS ARE POSSIBLE. REMEMBER TO PLACE A CHECK MARK IN ONE OF THE FREQUENT COLUMNS AND IN ONE OF THE BOTHERSOME COLUMNS FOR EACH PROBLEM.

PLEASE DO NOT LEAVE ANY ITEMS BLANK. IF YOU FEEL A STATEMENT DOES NOT APPLY TO YOU OR YOUR SITUATION THEN IT IS NOT A PROBLEM FOR YOU AND SHOULD BE CHECKED "NEVER" OR "NOT AT ALL."

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	1. CONTENTING WITH INTERRUPTIONS WHILE I AM WORKING	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	2. GETTING OUTSIDE AGENCIES TO RESPECT MY PROFESSIONAL OPINION	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	3. GETTING PARENTS TO FOLLOW POLICIES ON ENROLLMENT OR FEE PAYMENTS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	4. SETTING APPROPRIATE WORK LOAD EXPECTATIONS FOR TEACHERS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	5. PROVIDING EVALUATION AND FEEDBACK TO STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	6. FINDING ENOUGH TIME FOR PAPERWORK	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	7. MAINTAINING ENTHUSIASM FOR MY JOB	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	8. ADJUSTING TO DECLINING ENROLLMENT	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	9. BEING ABLE TO STAY HOME EVEN THOUGH I AM SICK	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	10. ACCOMMODATING CHILDREN'S SCHEDULES WHICH DO NOT FIT FULL- OR HALF-TIME PATTERNS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	11. GETTING PARENTS TO CHANNEL THEIR CONCERNS OR QUESTIONS TO THE APPROPRIATE PERSONS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	12. RESOLVING CONFLICTS BETWEEN STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	13. PROVIDING FOR COMMUNICATION AMONG STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	14. DEALING WITH UNEXPECTED STAFF RESIGNATIONS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	15. HAVING TO ATTEND TOO MANY MEETINGS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	16. FEELING ISOLATED FROM STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	17. STAYING WITHIN THE ESTABLISHED BUDGET	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	18. PROVIDING SAFE TRANSPORTATION FOR CHILDREN	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	19. GETTING STAFF TO FOLLOW THROUGH ON ASSIGNED RESPONSIBILITIES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	20. TALKING WITH A STAFF MEMBER ABOUT THEIR ATTITUDE TOWARD THEIR JOB	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	21. REARRANGING STAFF SCHEDULES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	22. GETTING ADEQUATE JANITORIAL SERVICE	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

"I HAVE A PROBLEM . . . "

FREQUENTLY						BOTHERSOME				
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	23. MAINTAINING POSITIVE COMMUNICATION WITH STATE LICENSING AGENCY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	24. RESOLVING CONFLICTS BETWEEN PARENTS AND TEACHERS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	25. COMPLETING PAPERWORK REQUIRED BY OUTSIDE AGENCIES	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	26. FINDING EFFECTIVE SUBSTITUTE STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	27. PROVIDING SPACE FOR SICK CHILDREN UNTIL THEIR PARENTS ARRIVE	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	28. MAINTAINING FULL ENROLLMENT	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	29. COMPLETING TASKS THAT ARE DEPENDENT ON ACTIONS OF OTHERS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	30. GETTING STAFF TO BE ON TIME FOR THEIR SHIFTS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	31. WORKING IN PLACE OF STAFF WHO ARE ABSENT	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	32. MEETING STATE LICENSING REQUIREMENTS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	33. FIRING STAFF	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

APC-Pk

"I HAVE A PROBLEM . . . "

FREQUENTLY						BOTHERSOME				
5	4	3	2	1	34. FINDING AND KEEPING QUALIFIED STAFF	5	4	3	2	1
5	4	3	2	1	35. MEETING THE NEEDS OF THE CHILDREN WHEN THE ROOM IS SHORT STAFFED	5	4	3	2	1
5	4	3	2	1	36. GETTING PARENTS TO PAY THEIR FEES ON TIME	5	4	3	2	1
5	4	3	2	1	37. INVOLVING MY STAFF IN PROFESSIONAL IMPROVEMENT ACTIVITIES	5	4	3	2	1
5	4	3	2	1	38. CONDUCTING PRODUCTIVE STAFF MEETINGS	5	4	3	2	1
5	4	3	2	1	39. GETTING PARENTS TO SUPPLY ACCURATE, UP-TO-DATE INFORMATION FOR OUR FILES	5	4	3	2	1
5	4	3	2	1	40. PROVIDING ADEQUATE STAFF TO MEET ALL PROGRAM NEEDS	5	4	3	2	1
5	4	3	2	1	41. FINDING THE TIME TO MEET THE INDIVIDUAL NEEDS OF PARENTS AND STAFF	5	4	3	2	1
5	4	3	2	1	42. ADJUSTING TO THE LOSS OF OUTSIDE FUNDING	5	4	3	2	1
5	4	3	2	1	43. KEEPING RATES IN LINE WITH PARENTS' ABILITY TO PAY	5	4	3	2	1
5	4	3	2	1	44. SCHEDULING STAFF WHO WORK LESS THAN HALF TIME	5	4	3	2	1

"I HAVE A PROBLEM . . ."

FREQUENTLY						BOTHERSOME				
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	45. WORKING WITH MY CENTER'S SPONSORING AGENCY	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	46. DEALING WITH ANGRY PARENTS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	47. HELPING STAFF TO SOLVE JOB-RELATED problems.	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	48. PROMOTING PARENT INVOLVEMENT	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	49. BEING UNABLE TO PAY STAFF A PROFESSIONAL WAGE	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1
☐ 5	☐ 4	☐ 3	☐ 2	☐ 1	50. GETTING STAFF TO RESPECT MY ADMINISTRATIVE DECISIONS	☐ 5	☐ 4	☐ 3	☐ 2	☐ 1

BACKGROUND INFORMATION

IN ORDER TO HELP US BETTER UNDERSTAND THE PROBLEMS YOU FACE, IT IS IMPORTANT THAT YOU ANSWER ALL OF THE QUESTIONS BELOW. THANK YOU.

1. AGE_____ 2. SEX_____ 3. I HAVE CHILDREN OF MY OWN: YES_____; NO_____.

4. IN THE SPACE BELOW, PLEASE GIVE THE HIGHEST LEVEL OF EDUCATION OR TRAINING YOU HAVE COMPLETED. (EXAMPLE: ASSOCIATE DEGREE IN CHILD CARE; B.S. IN EARLY CHILDHOOD; A 40 HOUR COURSE IN CHILD DEVELOPMENT; ETC.)_____
_____

5. RATE HOW WELL YOU FEEL THIS TRAINING OR EDUCATION PREPARED YOU FOR YOUR CURRENT JOB RESPONSIBILITIES.

4	3	2	1
EXCELLENT PREPARATION	ADEQUATE PREPARATION	BARELY ADEQUATE	TOTALLY INADEQUATE

6. HOW LONG HAVE YOU WORKED AT THIS CENTER/PRESCHOOL? _____ YEARS.

7. HOW LONG HAVE YOU WORKED IN PREKINDERGARTEN OR CHILD CARE JOBS ALTOGETHER?_____YEARS.

8. PLEASE CHECK THE STATEMENT THAT BEST DESCRIBES YOUR PRESENT JOB:

_____ AN ADMINISTRATOR WITH NO REGULAR RESPONSIBILITIES FOR TEACHING CHILDREN.

_____ AN ADMINISTRATOR WITH SOME REGULAR RESPONSIBILITIES FOR TEACHING CHILDREN.

_____ A HEAD OR LEAD TEACHER IN CHARGE OF A ROOM OF CHILDREN AND SOME OTHER STAFF.

_____ AN ASSISTANT TEACHER OR AN AIDE WORKING WITH CHILDREN IN A ROOM WHERE THERE IS ANOTHER TEACHER WHO IS IN CHARGE.

9. HOW MANY HOURS PER WEEK ARE YOU EMPLOYED AT THIS PRESCHOOL/CENTER? _____

10. ARE YOU WORKING AT ANOTHER JOB BESIDES THIS ONE? YES_____ NO_____

11. WHAT IS THE APPROXIMATE LICENSED CAPACITY FOR YOUR CENTER/PRESCHOOL?_____

12. ALTOGETHER, HOW MANY SUPPORT AND TEACHING STAFF ARE EMPLOYED IN YOUR PRESCHOOL/CENTER? _____

13. THIS CENTER/PRESCHOOL IS DESIGNED TO BE: _____A NOT-FOR-PROFIT FACILITY.

_____A FOR-PROFIT FACILITY.

14. DOES YOUR PRESCHOOL/CENTER RECEIVE ANY FUNDING OTHER THAN FEES PAID BY PARENTS?

YES_____ NO_____

15. MY CENTER/PRESCHOOL IS_____OPERATED AS A PART OF ANOTHER AGENCY/INSTITUTION;

_____OPERATED INDEPENDENTLY.

16. CHECK ALL THAT APPLY: THIS PRESCHOOL/CENTER ENROLLS CHILDREN:

_____FULL DAY; _____HALF DAY; _____PART-TIME; _____DROP-IN.

17. IN WHICH STATE IS YOUR CENTER/PRESCHOOL LOCATED? _____

18. CHECK THE STATEMENT THAT BEST DESCRIBES THE LOCATION OF YOUR PRESCHOOL/CENTER:

_____ LARGE METROPOLITAN CITY

_____ SUBURB

_____ SMALL TOWN OR RURAL AREA

THANK YOU FOR YOUR PARTICIPATION. PLEASE FOLD THIS INTO THIRDS, CREASE IT SHARPLY, AND MAIL IT IN THE ENVELOPE WE SUPPLIED.

Appendix C

Demographic Characteristics of Second Stage Sample

Characteristics of the Second Stage Sample

In order to describe the prekindergarten administrative personnel who participated in this study, and with an eye toward later examination of relations among teacher and work-setting characteristics and the various problems reported, each person completing the checklist was asked to provide certain background information. The 126 participants who completed the Administrator Problems Checklist were asked to answer questions about themselves, their training, their work experience, and their work setting. Checklists were received from campus-based prekindergarten personnel in 22 states representing all geographic regions of the country. When asked to check the statement that best described the location of the center/preschool where they worked, 32 percent indicated a large city; 19 percent marked suburb; and 48 percent reported that they worked in a small town or rural area.

In response to the questions about themselves, as expected, most personnel were female (93 percent). To allow for a later test of the frequently heard claim that prekindergarten personnel without children of their own have more problems, study participants were asked if they had children. In response, 72 percent indicated they had children of their own, 28 percent indicated they did not. Table 3 indicates the age of the prekindergarten administrators who returned the checklists.

Insert Table 3 about here

To provide background information about the training of the study participants, they were asked to give the highest level of education or training they had completed. They were then asked to rate how well they thought their training or education had prepared them for their current job responsibilities. Table 4 indicates the highest level of education completed. Note that 12 percent of those personnel having B.A. or B.S. degrees reported that those degrees were in areas not related to education or child care. Note also that the third category in Table 2 includes associate degree graduates in child care and non-child care related areas, individuals holding child care diplomas, and personnel in Wisconsin who had completed state-approved 40 and 80 clock hour training courses in child development and child care programs. A total of 79 percent of respondents reported having some kind of training related to the education or care of children.

Insert Table 4 about here

When asked to rate how well their training had prepared them for their current job responsibilities, 85 percent of all respondents indicated that their training was either excellent (45 percent) or adequate (40 percent). A a total of 15 percent reported a negative rating with 12 percent indicating that their training was barely adequate, and 3 percent indicating that their training was totally inadequate preparation for their current job.

Study participants were asked a series of questions about their work and work experience. When asked to describe their present position, 12 percent described their job as that of a head or lead teacher in charge of a room of

children and some other staff. There were 37 percent that said they were administrators with some regular responsibilities for teaching children. There were 51 percent who reported that they were administrators with no regular responsibilities for teaching children. In all, 51 percent of the sample reported that administration was their primary responsibility; with an additional 37 percent having secondary, but regular responsibilities for teaching.

When asked the number of hours worked per week, 77 percent reported working between 21 and 40 hours each week, with 67 percent of the total sample working between 35-40 hours. Only 23 percent reported working 20 hours per week or less. Table 5 indicates how long personnel had worked at their present position and how long they had worked in prekindergarten or child care jobs altogether.

Insert Table 5 about here

Administrators completing the problems checklist were asked to provide background information about their individual work setting and about the preschool or center where they were employed.

Table 6 indicates the approximate licensed capacity of the center where each respondent worked, and the number of support and teaching staff which were employed at the center.

Insert Table 6 about here

Personnel completing problems checklists were asked to report if their center was a profit or a non-profit facility; whether or not the center received any funding other than fees paid by parents; and whether the center was operated independently or operated as a part of another agency or institution. Table 7 indicates the profit, funding and affiliation status of the centers where respondents were employed.

Insert Table 7 about here

To determine the predominant enrollment patterns used by centers where the study participants worked, respondents were asked to mark all applicable categories in which their center enrolled children. The predominant patterns are indicated in Table 8.

Insert Table 8 about here

Note that 69 percent of the centers operate on a full-day basis, though they may enroll children in any of a number of patterns. Just 19 percent of the study participates worked in centers which only enrolled children for half-days or some variation thereof.

Table 3

Age of Respondents

Age	21-25	26-30	31-35	36-40	41-45	46-50	56+
Percentage	4	21	19	17	10	12	18

Table 4

Highest Level of Education/Training Completed

Educational Level	Advanced Degree	B.A./B.S.	A.A./C.D.A. 40/80 Hrs.	Some College
Percentage	38	44	14	3

Table 5

Length of Current and All Prekindergarten Employment

Years at Current Job	<1	1-2	3-5	6-9	10 or more
Percentage	15	13	29	27	16

Years in All Child Care Jobs	<1	1-2	3-5	6-9	10-15	16+
Percentage	5	3	17	22	38	15

Table 6

Approximate Licensed Capacity and Total Staff Employed at Center

Number of Children	<20	21-40	41-60	61-80	81-100	>100
Percentage	13	31	30	12	6	8

Number of Staff	1-3	4-6	7-10	11-20	21 or more
Percentage	24	18	21	26	11

Table 7

Profit, Funding and Affiliation Status of Centers

Not for Profit	90 percent
For Profit	10 percent
Receive Funds Other Than From Tuition	61 percent
Tuition Represents Total Income	39 percent
Operated Independently	42 percent
Affiliated with Other Agency or Institution	58 percent

Table 8

Predominant Enrollment Patterns of Centers

Enrollment Pattern	Full, half, part	Full, half part, drop-in	Full, Half	Half only	Part time only
Percentage	28	22	10	18	10

Appendix D

Item Composition of Frequent and Bothersome Factors

Table 9 Factor 1 (Bothersomeness) Goal-Direction

Item	Problem Statement	Factor Loading
20	Talking with staff members about their attitude toward their job	.696
13	Providing for communication among staff	.688
47	Helping staff to solve job-related problems	.683
50	Getting staff to respect my administrative decisions	.650
12	Resolving conflicts between staff	.643
16	Feeling isolated from staff	.572
33*	Firing staff	.517
46	Dealing with angry parents	.451
19	Getting staff to follow through on assigned responsibilities	.438
34	Finding and keeping qualified staff	.415
38	Conducting productive staff meetings	.402

*Items Administrators indicated were significantly Bothersome, $p = <.01$.

Table 10 Factor 2 (Bothersomeness) Personnel Management

Item	Problem Statement	Factor Loading
5	Providing evalauation and feedback to staff	.645
41	Finding the time to meet the individual needs of parents and staff	.633
21	Rearranging staff schedules	.573
35	Meeting the needs of children when the room is short-staffed	.559
26*	Finding effective substitute staff	.547
42	Adjusting to the loss of outside funding	.504
27	Providing space for sick children until their parents arrive	.501
37	Involving my staff in professional improvement activities	.499
9	Being able to stay home even though I am sick	.492
40	Providing adequate staff to meet all program needs	.456

*Items Administrators indicated were significantly Bothersome, $p = <.01$.

Table 11 Factor 3 (Bothersomeness) Fiscal Security

Item	Problem Statement	Factor Loading
28*	Maintaining full enrollment	.787
43*	Keeping rates in line with parents' ability to pay	.585
8	Adjusting to declining enrollment	.560
48	Promoting parent involvement	.443
3*	Getting parents to follow policies on enrollments or fee payments	.437
36*	Getting parents to pay their fees on time	.428

*Items Administrators indicated were significantly Bothersome, $p = <.01$.

Table 12 Factor 4 (Bothersomeness) Efficiency

Item	Problem Statement	Factor Loading
1*	Contending with interruptions while I am working	.511
31	Working in place of staff who are absent	.485
15	Having to attend too many meetings	.470
29	Completing tasks that are dependent on actions of others	.459
2	Getting outside agencies to respect my professional opinion	.428
6*	Finding enough time for paperwork	.418

*Items Administrators indicated were significantly Bothersome, p = <.01.

Table 13 Factor 1 (Frequency) Efficiency

Item	Problem Statement	Factor Loading
35	Meeting the needs of children when the room is short-staffed	.581
21	Rearranging staff schedules	.539
40	Providing adequate staff to meet all program needs	.528
42	Adjusting to the loss of outside funding	.522
41*	Finding time to meet the individual needs of parents and staff	.494
38	Conducting productive staff meetings	.479
1*	Contending with interruptions while I am working	.473
6*	Finding enough time for paperwork	.457
22*	Getting adequate janitorial service	.456
25	Completing paperwork required by outside agencies	.447
4	Setting appropriate workload expectations for teachers	.446
49*	Being unable to pay staff a professional wage	.444
31	Working in place of staff who are absent	.430
24	Resolving conflicts between parents and teachers	.422
15	Having to attend too many meetings	.420
37	Involving my staff in professional improvement activities	.419

*Items Administrators indicated Occurred with significant frequency, $p = < .01$.

Table 14 Factor 2 (Frequency) Goal-Direction

Item	Problem Statement	Factor Loading
13	Providing for communication among staff	.683
20	Talking with a staff member about their attitude toward their job	.616
50	Getting staff to respect my administrative decisions	.611
16	Feeling isolated from staff	.597
12	Resolving conflicts between staff	.597
47	Helping staff solve their job related problems	.575
19	Getting staff to follow through on their assigned responsibilities	.500
5	Providing evaluation and feedback to staff	.445
41*	Finding the time to meet the individual needs of parents and staff	.438

*Items Administrators indicated Occurred with significant frequency, $p = < .01$.

Table 15 Factor 3 (Frequency) Parent Cooperation

Item	Problem Statement	Factor Loading
3*	Getting parents to follow policies on enrollments or fee payments	.535
36*	Getting parents to pay their fees on time	.529
32	Meeting state licensing requirements	.484
39	Getting parents to supply accurate, upt-to-date information for our files	.435

*Items Administrators indicated Occurred with significant frequency, p = < .01.

Table 16 Factor 4 (Frequency) Fiscal Security

Item	Problem Statement	Factor Loading
28*	Maintaining full enrollment	.725
8	Adjusting to declining enrollment	.632
43*	Keeping rates in line with prents' ability to pay	.531
48*	Promoting parent involvement	.492

*Items Administrators indicated Occurred with significant frequency, p = < .01.

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